A Work Project, presented as part of the requirements for the Award of a Masters Degree in Management from the Faculdade de Economia da Universidade Nova de Lisboa

Commercial vs. Product Placement:

A study with young children

ISMAEL MAHOMED OMAR

Number 350

A project carried out on the Field Lab in Marketing, with the supervision of:

Professor Luísa Agante

January 2010

Abstract

The aim of this study is to investigate how young children (5-7 years old) are affected by commercials and product placements regarding the detection of advertising content, brand awareness and brand choice. We also wanted to study the relation of those variables with age (children before and after entering into primary school) and gender. For it, 75 children were presented to a controlled experimental approach called “the theatre methodology”. Surprisingly, no differences among ages were verified in the detection of advertising as well as significant difference among the effect of advertisement between genders. Other important considerations for advertisers, parents and policy makers are presented in this report.

Keywords: Children; Commercial; Product placement; Television.

1. Introduction

Children and Television

Nowadays, children's exposure to advertising is extensive and ever increasing (Moses and Baldwin, 2005). This reality combined with children's greater attentiveness to advertisement results in children that are warehouse of advertisement information (Dotson and Hyatt, 1994). Several reasons contribute to this situation. First of all, they constitute a specialized market segment for many products and services (Ward and Wackman, 1971). Moreover, their feelings about products and brands are still in formation, and their current experiences affect their future brand preferences and marketplace behaviour (Ward and Wackman, 1971; Dotson and Hyatt, 2005). Finally, children have an impact in family's buying decisions, even in areas not directly focussed on them (Frye, 1993). Taking into account these facts, McNeal (1992) categorizes children into three different markets: primary market (own expenditures) influence market (parental decisions) and future markets (as adult consumers). Taking into account all these different aspects, I have decided to focus my research on this age group.

The main media vehicle responsible for the exposition of young children to advertising is television (Roberts et al., 2005) and it has an important role on influencing children (Shimp, 2000). A study by Sylvester et al. (1995) reflects on this importance stating that a larger number of children watching TV have a positive impact on the number of requests and purchases performed. Other study by Chisnall (1995) states that this media is also very important in teaching children about new brands and products, as well as creating images of new lifestyles and belonging, feelings linked to the possession of

those products. All these studies are connected to the concept of consumer socialization that is "the process by which young people obtain skills, knowledge, and attitudes relevant to their functioning as consumers in the market place" (Ward, 1974, p. 2) in which television has an important role as an agent of that socialization, sometimes, bigger than parents and peers (Huston et al., 1989; Sylvester et al., 1995; Cowell, 2001; Dotson and Hyatt, 2005).

Regarding the type of advertising that children are exposed in television, two main techniques are used by marketers and therefore, will be used in the present study: commercials and product placement. These two techniques penetrate children's homes all around the world. On one hand, commercials are the most used and traditional way to advertise products. On the other hand, due to the cluster of commercials in television and the zapping phenomenon during that period, product placement is being used as a way to overcome this situation. Also, the sponsor is likely to gain friendliness by associating itself with the program (Gay, 1988; Meenaghan, 1991). Nevertheless, marketers have far less control over most brand placement efforts than they have with traditional advertising, since it has to be coordinated with the program where it is inserted (Kaikati and Kaikati, 2004). The objective of this research is to evaluate the effectiveness of these two techniques on children.

Children's cognitive development

In order to evaluate the influence of the advertising in children is necessary to understand their cognitive development and the process of consumer socialization. John (1999) divided this process in three stages supported by the Piaget's theory of cognitive

development: perceptual (3-7 years old), analytical (7-11 years old) and reflective (11-16 years old).

This study focused on the perceptual stage since on those ages television is the main media that children face (Gentile and Walsh, 2002). Additionally, it is on those ages that children start having their own money, the "pocket money", to spend on their products (McNeal, 1992). Finally, there are not many researches addressing the topic of product placement with children of this age segment.

The perceptual stage (ages 3-7) is characterized by a concrete orientation towards the marketplace. These children already show evidence of familiarity concepts such as brands, but rarely comprehend them beyond a "surface level". Also, decisions are often made taking into account limited information, usually in a single perceptual dimension.

Limited adaptively is also a characteristic of kids' influence tactics. Children approach these situations with an egocentric view, incapable to take into account the other person's perspective in changing the strategy used to pressure or discuss for the desired items. Although they may be conscious that parents or friends have other views, children with this age have problems reflecting about their own view and that of another at the same time. On these ages, children can distinguish ads from programs based on perceptual features and they have positive attitudes toward advertising. Also, children start to recall brand names, especially if the names are associated with visual cues as pictures or colours. It is also on these ages that they start to have the ability to adapt to cost-benefit trade-offs. In order to obtain the products or brands they want, they address their parents using direct requests and emotional appeals (John, 1999).

Regulation to children's advertisement

As young children have a lack of cognitive defences to deal with advertisement (Walsh et al., 1998), several persons solicit more control regarding it (Kline, 1995). In the last years, several initiatives have been taken in order to protect children.

One good example of it is the EU Pledge. With the motto "We will change our food advertising to children", The EU Pledge is a commitment to change food and beverage advertising on TV, print and internet to children under the age of 12 in the European Union. In the beginning of 2009, signatory companies implemented company-specific voluntary measures in order to meet this objective. These voluntary measures are made by food and beverage companies to the European Commission's Platform for Action on Diet, Physical Activity and Health in support of parental efforts to encourage healthy lifestyles. To be part of this pledge, two minimum criteria had to be followed: "No advertising of products to children under 12 years, except for products which fulfil specific nutrition criteria based on accepted scientific evidence and/or applicable national and international dietary guidelines and no communication related to products in primary schools, except where specifically requested by, or agreed with, the school administration for educational purposes" (EU Pledge website)[1].

Taking into account Portugal, the main regulatory document regarding advertising, and advertising specifically to children is the Advertising Code (translation of "Código da Publicidade"). It establishes that it is prohibit the use of young children as main characters in advertising expect when a straight relation between them and the product advertiser exists. Also, it obliges advertisers to take into account the psychological vulnerability of children[2]. It is important to note that these rules are mainly targeting

[1] Appendix 1 – EU Pledge
[2] Appendix 2 – Advertising Code

commercials. Regarding the product placement, no specific regulation existed in Portugal. However, since the end of 2009, a new regulation regarding product placement was established. It is the Auto-Regulation for Product Placement and Help in Production and/or Prices (translation of "Acordo de Auto-Regulação em Matéria de Colocação de Produto e Ajudas à Produção e/ou Prémios") and was signed by the three channels emitting in open source. This means that channels of Cable TV or Satellite are not covered by this regulation. Regarding the product placement to children, this document prohibits product placement in programs targeting specifically children until 9 years old and which the classification's age is not superior to 10 years[3].

2. Hypothesis

As children move into preschool years, they learn to identify television commercials and differentiate them from other forms of programming (John, 1999). Even three and four years' old have been able to distinguish commercials above chance levels. However, they do not know that the intent of what they are watching is to promote purchase of a product or service (Butter et al., 1981; Levin et al., 1982; John, 1999; Oates et al., 2001; Moses and Baldwin, 2005). In fact, it is around 7 years old that children start to understand that intention, which advertisers are "trying to get people to buy something" (John, 1999). The range, level and sophistication of advertising targeted to children are continuously increasing and this makes the distinction between advertising and programming even harder (Moore, 2004; Oates et al., 2001, Moses and Baldwin, 2005). About product placement, very little information can be found

[3] Appendix 3 – Auto regulation for product placement and help in production and/or prices

regarding young children (Auty and Lewis, 2004). However, and using empirical notion, product placement will hardly be perceived due to the fact that children in this age just understand that they are facing advertising taking into account perceptual cues such as the length (Palmer and McDowell, 1979). These types of cues are not easily perceived in product placement. The first research hypothesis follows from this reasoning:

H1: Children distinguish attempt of products' adverting from programmes more easily in commercials than in product placement.

Several studies point out that children's exposure to commercials have considerable influence on their brand awareness (Macklin, 1983; Goldberg, 1990; Derscheid et al., 1996; Valkenburg and Buijzen, 2005). Regarding product placement, one study indicates that it is hard to measure its effectiveness (Karrh et al., 2003). Nevertheless, positive relation regarding awareness can be found (Grupta and Lord, 1998; Russell, 2002; Romaniuk, 2009). Though both types of advertising indicate influence in the brand awareness, as commercials are more intrusive than product placement, I expect that it will be more effective. So, the second hypothesis is the following:

H2: Commercials are more effective than product placement increasing the brand awareness of children.

Several studies refer that commercials can instil in children a desire for a particular product (Rossiter, 1979; Gorn and Goldberg, 1982; Sylvester et al., 1995; O'Cass and Clarke, 2001; Borzekowski and Robinson, 2001; D'Alessio et al., 2009). In product placement, this outcome also seems to exist, however, it is not perceived by children

(Nebenzahl and Secunda, 1993; Auty and Lewis, 2004). With adults, the process is different due to the capacity to understand the intention of the advertiser. For instance, a study points out that brand placement can affect audience's attitudes and behaviour, without memory of the placement (Reijmersdal, 2009). However, the same study also refers that prominent brand placement affects attitudes negatively when audiences are involved with the medium vehicle, when they like the medium vehicle, or when they become aware of the deliberate brand placement (selling attempt). As in the previous hypothesis, since commercials are more direct than product placement, it is predictable that it will also be more effective to children on the age in study. This result in the third hypothesis that:

H3: Commercials are more effective than product placement increasing the brand choice of children.

Several studies note that as children grow up, the ability to distinguish between commercials and programs increases (Bijmolt et al., 1998; John, 1999; Oates et al., 2001; Moses and Baldwin, 2005). Nevertheless, a wide variance among ages can be found. It is also important to note that these studies were limited to traditional television advertising. As suggested by Moses and Baldwin (2005), in more complex techniques, as product placement, ages can change. Since both situations point that advertising detection increase with age, I have constructed the hypothesis:

H4a: Older children distinguish attempt of products' adverting from programmes more easily than younger children.

As children get older, they develop greater brand awareness due to commercials (John, 1999; Ross and Harradine, 2004; Valkenburg and Buijzen, 2005). Valkenburg and Buijzen also point out age as the most important predictor of young children's brand awareness. Regarding product placement, the conclusions followed the same direction (Macklin, 1983; Auty and Lewis, 2004). As both techniques go in the same direction and since older children have already more knowledge about brands, advertisings will have a stronger impact in younger children. So, the hypothesis resulting from this reasoning is the following:

H4b: Advertisements are more effective increasing the brand awareness of younger children than from older children.

As children grow older, their defences against advertising increase, creating a negative relationship among age and the effect of advertising regarding the desire of a product (John, 1999; Bijmolt et al., 1998; Valkenburg and Buijzen, 2005; Harari et al., 2009). However, one study refers that children younger than seven years old are the least influenced by advertising, while those over twelve years old are the most influenced (Livingstone and Helsper, 2006). Concerning product placement, there is not a clear position regarding this relation (Bornstein, 1989; Hall, 2004; Auty and Lewis, 2005). This leads to the next hypothesis:

H4c: Advertisements are more effective increasing the brand choice of younger children than from older children.

Besides different processing styles (Hendon et al., 1978), literature does not show evidences of differences among genders in distinguishing program content from

advertising content (Butter et al., 1981; Macklin, 1987, Bijmolt et al. 1998). As a result, I have the following hypothesis:

H5a: There are no differences among genders in distinguish attempts of products' advertising from programmes.

Taking into account brand awareness, most of the studies indicate no differences among gender (Goldberg, 1990; O'Cass and Clark, 2001). In the case of O`Cass and Clark, they found that, beside similar awareness in term of brands, they do differ in the type of brands. On the other hand, one study by Valkenburg and Buijzen (2005) found that boys have a higher brand recall and recognition than girls. However, an analysis of the logos suggests something similar to what happened in the study of O'Cass and Clark. As a result, the hypothesis is the following:

H5b: Advertisements are equally effective increasing the brand awareness among genders.

Regarding the effects of advertising in preference, the literature shows only differences between genders in the type of brands but not in the amount (D'Alessio et al., 2009). This follows the same tendency of the previous hypothesis about gender and the topics, leading to the last hypothesis:

H5c: Advertisements are equally effective increasing the brand choice among genders.

3. Methodology

Design

In order to quantify the effect of independent stimulus on behavioural responses that helped to test the hypothesis, it was used an experimental design (Almquist and Wyner, 2001). The experimental design manipulated the type of exposure through two independent variables, the age group and gender. These variables have a high influence in children's consumer socialization (Dotson and Hyatt, 2005) which leads to a better understanding of the role of advertising (John, 1999). The total number of possible combinations is 12 resulting by 3 types of exposure (product placement, traditional commercial, no ads) x 2 genders (male, female) x 2 age groups (preschool, second grade). Similar design has already been used on a comparable study (Auty and Lewis, 2004).

The control was done with the exposure to no ads because this group permits to infer the actual knowledge that children have without any experimental manipulation.

In each of the three groups there were a similar number of children regarding their age, gender and consumption habits. These habits were given by the parents since when children are too young to provide reliable self-reports, it is necessary and common to use parent reports (Borgers et al., 2001), using a small questionnaire that was attached to the authorization sheet asking which brands their children consumed in the last year[4]. Nonetheless, the distributions were performed randomly from the sample as well as the exposure they faced.

[4] Appendix 4 – Authorization sheet and questionnaire

Materials

Three different videos were created. The contents were the same in all of them changing just the advertising. One video contained just the scene without any advertising. The second one had the same scene with a commercial at the end of the program. The third one had a similar scene but with the product placement. This technique is called "The Theatre Methodology" and it is considered an excellent way to explore and test the effects of product placement (Russell, 2002; Hudson et al., 2008).

The scenes were recorded by me using professional actors that work for a very popular TV channel for young children. Using the original script of a festival, it was slightly adapted in order to fit the purpose of the experience. The scene had two characters, one that is the presenter of the show and another one that is the mascots, interacting about the breakfast. In the original scene, the presenter just says that she is hungry and that it would be nice to have cereals with milk and then music starts and both start dancing. In the scene with product placement, all this remains unchanged. However, after the presenter refers the cereals with milk, the other character takes a package of the cereal and gives it to the presenter. The cereals stay in scene around 10 seconds and, after it, she leaves the package and the scene continues as the original scene with the start of the music. After the recorder, both videos were edited with the logo and general content that is possible to see during the intervals of the channel (besides commercials or references to other brands) in order to seem as much as possible with the normal television programming[5].

Besides the videos, it was used a card with 7 different pictures printed. Each picture corresponded to a package of a different brand of cereal, taken from the official website

[5] Appendix 5 – Pictures of the videos

of Nestlé. All packages had the same size (8 x 4,5 cm) and were printed in colours[6]. The use of cereals in research with children is common and recommended (Goldberg, 1990; D'Alessio et al., 2009). The brand used in the commercial and in the product placement was "Estrelitas" which is the second most consumed brand of the product class with 8,4% of market share behind the 21,8% of the class leader, "Chocapic"[7].

Sample

From all the 129 children attending the preschool and second grade of a private school in Lisbon, 75 had authorization of their parents or legal guardians to participate in this study, and were used as participants. This corresponds to a response rate of 58%.

From this number of students, 30 were from preschool and 45 from the second year of primary school corresponding to 40% and 65% respectively. Regarding the gender, 40 were girls and 35 were boys, respectively 53% and 47%.

These children were distributed by the three different groups as previously described, with 24 children (10 preschool, 14 second grade; 13 female, 11 male) composing the control group, 26 (10 preschool, 16 second grade; 14 female, 12 male) the commercial and 25 (10 preschool, 15 second grade; 13 female, 12 male) the product placement.

Procedures

The children were taken from the class individually to the room of the school's coordinator to do a quick activity. Along the way from the class to the room, the researcher made some warm-up questions as if the children liked the school, what he/she does on the free time, etc.

[6] Appendix 6 – Paper sheet with cereals used in the interviews
[7] Appendix 7 – Cereals' market share

In the room, the children were asked to wait to respond to a small group of questions but that in the meanwhile he/she would see a video recorded from the television just for fun. The researcher turned on the correspondent video in the computer and started faking being busy. After the children see the video, the interview started. First, the researcher asked the child to tell all the brands of cereals that he/she remembered. This technique was used to measure the brand recall and top of mind. Following it, and to measure brand recognition, the paper sheet was placed in the table and the interviewer asked to the child to point all the brands he/she knows. After it, the interviewer asked the children to point to the brand that he/she would choose if they were asked to take one package. With this request, it was possible to evaluate the brand choice. In the last part of the interview, the researcher asked the children if he/she saw any brand in the video that he/she had previously seen when waiting for the interview to start. Through this method, one was able to measure if children detect the product advertisement. All these information were pointed out by the researcher during the interview.

Graph 1 - Summary of procedures

4. Results

Starting by the detection of the presence of the brand (H1, H4a and H5a), the results were quite interesting due to the high levels obtained. In generic terms, the total percentage of children that saw the brand was 56,9% that faced advertisement.

Nevertheless, we have to take into account that the detection of the presence of the brand was used as a way to infer the distinction of attempt of product advertising.

Regarding H1, the hypothesis referred that it would be easier for children to detect the advertising in commercial than in product placement. Looking to the results in a descriptive way, the percentages were quite different. 65,4% of children that face the commercial identified the presence of the brand against 48% of the product placement. However, the results showed no statistically significant difference among those two methods: χ^2 (d.f. = 1, n = 51) = 1,57; p = 0,21. Hence, H1 is not supported.

Concerning H4a, it was suggested that older children would distinguish attempts on products' adverting more easily than younger children. In descriptive terms, the percentages were very similar. 55% of preschool children saw the brand comparing with 58,1% in second grade. Moreover, the statistic results also suggest the rejection of the hypothesis: χ^2 (d.f. = 1, n = 51) = 0,047; p = 0,829. Therefore, H4a is not held.

In relation with H5a, which suggested no difference among gender and detection, if we only look to the percentages, the results were quite dissimilar since 66,7% of female individuals detected the product against 45,8% of the males. However, the statistical analysis does not reject the hypothesis: χ^2 (d.f. = 1, n = 51) = 2,248; p = 0,134[8].

Examining the brand awareness' relations (H2, H4b and H5b), the results obtained by the brand recognition were used to analyse these hypothesis since it is considered the most important characteristic concerning the awareness in the decision making process (Keller, 1993). Mackie and Asuncion (1990) also refers that recall may be a poor predictor of persuasion. However, the results obtained in this study will be related to the brand recall in general and more specifically, to the top of mind.

[8] Appendix 8 – SPSS output regarding detection relations

In terms of brand recognition in generic terms, 92% of the children recognised it. The recall was obviously smaller, with only 70,7% of children. Finally, 48% had the brand as top of mind.

In Hypothesis 2 was suggested that commercials would be more effective than product placement increasing the brand awareness of children. Looking to the results in a descriptive way, the percentages were also almost similar with 96,2% and 92% of the children that face commercials and product placement, respectively, recognising the brand. It is also interesting to note that both values were slightly higher than the one observed in the control group (87,5%). The statistical results showed no difference among both advertising techniques: χ^2 (d.f. = 1, n = 51) = 0,397; p = 0,529. Hence, H2 is not supported. Also, no significant statistically difference among those two advertising techniques and the control group were detected: χ^2 (d.f. = 2, n = 75) = 1,27; p = 0,53, as well as between the control and commercial: χ^2 (d.f. = 1, n = 50) = 1,27; p = 0,26 and control with product placement: χ^2 (d.f. = 1, n = 49) = 0,271; p = 0,603. Similar tendencies were found in the recall. Looking just to the percentages in descriptive conditions, they were quite different between commercial and the two other groups. In the commercial group 80,8% recalled the brand against 64% of the product placement and 66,7% of the control. However, once again, no statistically significant difference was found between commercial and product placement since: χ^2 (d.f. = 1, n = 51) = 1,8; p = 0,18. Also, when comparing the three groups, no statistical significant difference was observed: χ^2 (d.f. = 2, n = 75) = 2,001; p = 0,368, as well as between control and commercial: χ^2 (d.f. = 1, n = 50) = 1,29; p = 0,256 and control and product placement: χ^2 (d.f. = 1, n = 75) = 0,038; p = 0,845. With the top of mind, the results were also quite similar. The percentages were again slightly different and followed what

happened in the recall. At this point, 57,7% of the children that watched the commercial recalled the brand in the first place against the 44% of the product placement and 41,7% of the control, even though there were not statistical differences between the groups that faced advertising: χ^2 (d.f. = 1, n = 51) = 0,956; p = 0,328. Identical lack of significant statistical difference was found when comparing the three groups: χ^2 (d.f. = 2, n = 75) = 1,524; p = 0,467 as well as when comparing control with commercial: χ^2 (d.f. = 1, n = 50) = 1,282; p = 0,258 and control with product placement: χ^2 (d.f. = 1, n = 49) = 0,027; p = 0,869.

Regarding H4b, it suggested that younger children would have a higher difference between the control and advertising groups since they would be more affected by advertising. In percentage, 83,3% of the preschool were able to recognize the brand against the 97,8% of second graders. The statistic results also confirmed this difference: χ^2 (d.f. = 1, n = 75) = 5,103; p = 0,024. This means that second graders recognised Estrelitas more easily than preschoolers. However, in order to test the hypothesis drawn, it was necessary to see if there were any difference among the control and the other two groups. In descriptive terms, the difference in the younger children was 5 percentage points (80% of the control group and 85% of the children that faced advertising techniques). In the older children, that difference was of 7,1 percentage points . (92,9% control and 100% advertising). The statistical results showed no signifcant difference between the children that face advertisements and those who did not, both in preschoolers: χ^2 (d.f. = 1, n = 30) = 0,12; p = 0,729 and second graders: χ^2 (d.f. = 1, n = 45) = 2,265; p = 0,132. Consequently, H4b is not supported. In terms of recall, a descriptive view of the results denotes a difference among the school level where 60% of the younger children recalled the brand against 77,8% of the older children.

However, there was no statistical difference: χ^2 (d.f. = 1, n = 75) = 2,744; p = 0,098. Concerning the differences between the groups subjected to advertisement and the control, the descriptive results showed that the difference in the preschoolers was of 15% (50% control and 65% advertising) and 1,2% on second graders (78,6% control and 77,4% advertising). Still, the statistical results showed no difference among the groups facing advertising and the control both in younger children: χ^2 (d.f. = 1, n = 30) = 0,625; p = 0,429 and older children: χ^2 (d.f. = 1, n = 45) = 0,007; p = 0,931. Finally, regarding the top of mind, when looking for the percentage results, it is possible to see a small difference among them, with 43,3% of preschool children recalling in first place the brand compared with 51,1% of second grade children. Once again, there was also no statistical significant variation between the age groups: χ^2 (d.f. = 1, n = 75) = 0,436; p = 0,509. In terms of the effect of the advertising techniques, preschoolers had a difference of 20% (30% control and 50% advertising) and the second graders of 1,6% (50% control and 51,6% advertising). Despite these descriptive results, no significant statistical difference was found both in younger and older children, respectively with: χ^2 (d.f. = 1, n = 30) = 1,086; p = 0,297 and χ^2 (d.f. = 1, n = 45) = 0,01; p = 0,920.

Regarding the gender analysis, H5b suggested no difference between genders regarding the effectiveness of the advertising in the brand awareness. In the examination of the recognition results, the descriptive analysis drawn a small difference, with 88,6% of males recognising the brand against 95% of the female. Furthermore, the difference was not statistically significant among the genders since: χ^2 (d.f. = 1, n = 75) = 1,048; p = 0,306. Comparing the differences between the advertising groups and the control, females had a difference of 15,4% (84,6% control and 100% advertising) and males of 3,4% (90,9% control and 87,5% advertising). The statistical results were significantly

different for both genders. In the female group, statistical differences were found: χ^2 (d.f. = 1, n = 40) = 4,372; p = 0,037 whereas in the male group, no statistical differences were found: χ^2 (d.f. = 1, n = 35) = 0,087; p = 0,769. Hence, H5b was rejected. In terms of recall, the percentage of children recalling Estrelitas was superior in girls (75% of female against 65,7% of male) and there was no statistical significant difference between them, χ^2 (d.f. = 1, n = 75) = 0,776; p = 0,378. Concerning the differences between the groups that faced advertisement and the control, the descriptive results showed that the difference in the female group was of 8,6% (69,2% control and 77,8% advertising) and 3,1% on second graders (63,6% control and 66,7% advertising). The statistical results showed no difference among the groups facing advertising and the control both in girls: χ^2 (d.f. = 1, n = 40) = 0,342; p = 0,559 and boys: χ^2 (d.f. = 1, n = 35) = 0,031; p = 0,861.

On top of mind, percentage values were very different between them, with girls having the brand as top of mind in 60% comparing with the 34,3% of the boys and this difference was statistically significant: χ^2 (d.f. = 1, n = 75) = 4,945; p = 0,026. In terms of the effect of the advertising techniques, girls had a difference of 20,5% (46,2% control and 66,7% advertising) and boys of 3,1% (36,4% control and 33,3% advertising). However, no statistical differences were found both in girls and boys, respectively with: χ^2 (d.f. = 1, n = 40) = 1,538; p = 0,215 and χ^2 (d.f. = 1, n = 35) = 0,031; p = 0,861[9].

Finally, taking into account the children's choice of the cereal (H3, H4c, H5c), 28% of them chose the brand in analysis, leading the preferences.

[9] Appendix 9 – SPSS output regarding awareness relations

Approaching the relation between the type of test and the choice (H3), a descriptive view of the results showed differences between people choosing the brand when facing product placement with 40% and the control and commercial groups, with 25% and 19,2% respectively. Nonetheless, when comparing the commercial with the product placement, the statistical results showed no significant difference among them: χ^2 (d.f. = 1, n = 51) = 2,648; p = 0,104. Thus, H3 is not confirmed. Moreover, if any difference could be verified, it would be with the product placement having a higher influence in the choice than the commercial. When comparing the three groups, also no differences were found: χ^2 (d.f. = 2, n = 75) = 2,885; p = 0,236 as well as between control and commercial: χ^2 (d.f. = 1, n = 50) = 0,242; p = 0,623 and control and product placement: χ^2 (d.f. = 1, n = 49) = 1,253; p = 0,263.

In the relation to age and choice, it was suggested in H4c that younger children would choose the brand in a higher percentage than older ones when facing advertisement techniques. Looking to the percentages just to understand who chooses more Estrelitas, preschool had 16,7% and second graders 35,6%. However, no statistical difference exists since: χ^2 (d.f. = 1, n = 75) = 3,186; p = 0,074. This p-value is quite small, even so, not enough to validate a variance between the two groups. The difference between the ones that were exposed to advertisement and the control was quite small. Preschool had a difference of 10% (10% control and 20% advertising) and second graders of 0,2% (35,7% control and 35,5% advertising). Once again, no statistical difference was found for younger and older children: χ^2 (d.f. = 1, n = 30) = 0,48; p = 0,488 for preschoolers and χ^2 (d.f. = 1, n = 45) = 0,000; p = 0,988 for second graders. Thus, H4c was rejected.

Finally, H5c indicated no difference among the genders and the choice. Focusing on the results obtained, 35% of girls chose Estrelitas whereas only 20% of boys followed that

choice. Despite this difference, the statistical results did not show a difference: χ^2 (d.f. = 1, n = 75) = 2,083; p = 0,149. Some differences in percentages were also found when making the comparison between the advertisement groups and the control from females and males. Girls had a difference of 17,6% (23,1% control and 40,7% advertising) and boys of 10,6% (27,3% control and 16,7% advertising). However, no statistical differences were verified both for female: χ^2 (d.f. = 1, n = 40) = 1,203; p = 0,273 and male: χ^2 (d.f. = 1, n = 35) = 0,53; p = 0,466. As a result, H5c was not rejected[10].

Table 1 - Summary of hypotheses results

Hypothesis	Supported?	N =	χ^2	p-value
H1: Test – See	No	51	1,57	0,21
H2: Test – Recognition	No	51	0,397	0,529
H3: Test – Choice	No	51	2,648	0,104
H4a: Age – See	No	51	0,047	0,829
H4b: Age - Recognition	No			
Preschoolers		*30*	*0,12*	*0,729*
Second graders		*45*	*2,265*	*0,132*
H4c: Age – Choice	No			
Preschoolers		*30*	*0,48*	*0,488*
Second graders		*45*	*0,000*	*0,988*
H5a: Gender – See	Yes	51	2,248	0,134
H5b: Gender - Recognition	No			
Female		*40*	*4,372*	*0,037*
Male		*35*	*0,087*	*0,769*
H5c: Gender – Choice	Yes			
Female		*40*	*1,203*	*0,273*
Male		*35*	*0,53*	*0,466*

[10] Appendix 10 – SPSS output regarding choice relations

5. Discussion

Only two out of the nine hypotheses were supported. Nevertheless, it is necessary to take into account that that this research was performed with a relatively small sample. This means that one cannot only address the statistical results in terms of rejection or non rejection of the hypotheses. It is important to distinguish the relatively small p-values that were drawn from different distributions. In this experience this could lead to rejection / non rejection of the hypothesis but, in these cases, it may be worthwhile to pursue a repetition of the experience with a bigger sample.

For instance, on the relation between the differences among the type of test and the identification of the advertisement (H1), the results were quite different although the hypotheses were rejected. Regarding the difference of ages and the identification of the advertisement (H4a), the research came across with a rather unusual finding. The results were very clear and no differences were found between the two groups and the transition from preschool to the primary school, the two years difference, did not affect the capacity to identify the brand that was advertised. This contradicted the previously stated literature and deserves special consideration in the future. The same relation but taking into account the difference of genders (H5a) was not rejected. However, the p-value was also quite small, with girls having 20,9 percentage points more detection than boys. Once again, the repetition of the test with a bigger sample is recommended in order to clarify this situation.

Regarding the type of test and recognition (H2), the hypothesis was noticeably rejected. This may have happen because Estrelitas is a very well known brand. During the year of 2009 for instance, Nestle invested 21,4% of their budget of advertising in cereals in

Estrelitas and 74,6% in Chocapic. Only these two cereals were advertised which can help, in a large extent, to explain their popularity[11]. As a result, the effect of this exposition to advertising could not be very significant in the recognition and the use of an unknown brand or, at least, a not so well established one, could be interesting. Regarding the recall and top of mind, the commercial had a slightly higher impact in terms of percentage on both of them. However, no statistical differences were found and the p-values were high.

With a similar relation but making the comparison in terms of age (H4b), the hypothesis was also rejected. Moreover, the percentages pointed out for a higher effect of advertisement in second graders than in preschoolers. Nevertheless, no statistical difference was verified.

Concerning the gender and recognition (H5b), the statistical results did not, as previously stated, confirm the hypothesis. This was another interesting finding on this research. Girls were more affected by advertisement than boys regarding the recognition of Estrelitas. Furthermore, another interesting result was gathered regarding awareness in the relation between gender and top of mind. Girls had more top of mind of Estrelitas than boys. In fact, no plausible reasons can be found for these behaviours since the consumer's distribution of Estrelitas is similar among males and females[12]. Therefore, further investigation in this area may be worthwhile.

Considering the relation between the type of test and the choice (H3), one could identify again a slight difference in terms of percentages as previously pointed in the results' analysis but that difference was not statistically relevant. Due to the reasonable value of the p-value, additional tests could help to clarify this relation. These tests could be

[11] Appendix 11 – Advertisement expenditure
[12] Appendix 12 – Consumer's distribution of Estrelitas by age and gender

important because previous researches have different points of view concerning this relation (Hudson et al., 2008).

Taking into account the relation between age and choice (H4c), it was verified a difference in terms of percentage among ages, where the effect of advertising was superior in younger children than in older children as expected. However, there was not statistical difference between them.

Finally, concerning the equivalent relation but taking the genders, no statistical differences were found. Nevertheless, the p-value was once again not as strong as it was supposed to be. Moreover, girls showed a positive effect of advertisement regarding the choice in contraposition to boys. Besides no statistical differences, further studies should take into account these results and try to verify this percentage difference.

On a general approach to the results, it is interesting to note that the cereals in study, Estrelitas, had a choice rate far superior of their market share. In the market share gave by Nestle, as previously said, Estrelitas was ranked in second, far behind Chocapic with 8,4% and 21,8% market share, respectively. In this research, and just after one exposition to advertising, both commercial or product placement, Estrelitas had a choice of 29,4% of kids as Chocapic had 27,5%. This could be interesting and worthwhile to confirm Borzekowski and Robinson (2001)'s theory on 1 or 2 expositions to advertising being enough to influence the food preference of children. However, looking to the results of the control group, we see that the choices for both products were 25% for Estrelitas and 20,8% for Chocapic. This could mean that most of young children have a similarly desire for both cereals and the differences may only occur later on the childhood. The study of H4c, even though it was not proven statistically significant for a difference in ages, indicates a tendency in that direction.

6. Conclusion

The main findings of this study were the inexistence of difference among the age group regarding the detection of the advertising and the difference in the effect of advertisement among genders, with girls being more affected by it than boys. Additionally, the fact that females had a higher top of mind rate for Estrelitas was also interesting and needs extra investigation. Finally, the fact that no differences were registered regarding the type of advertising technique and the other three items was an interesting finding. However, on the latter, the data is not as clear as on the previous ones. As this direct comparison between the two techniques of advertising is not a usual theme in the literature, it would be very important to explore it more. This study also suggests that companies should take into account the objective of the campaign when choosing which advertising technique to use. If the advertiser wants to increase the awareness of their brand to children, commercials seem to be the best option. This could be particularly important if a company wants to introduce a new product or brand. On the other hand, if a company wants to promote a well establish brand or product near children and wants to increase the level of choice, product placement could be a more effective solution.

As previously discussed during the analysis, the main limitation of this research was the limited amount of participants. Furthermore, it is important to note that all the participants were from a private school with a relatively high socioeconomic level that can bias the study. In further researches it may be interesting to explore a wider range of socioeconomic status because this factor has, to a certain extent, a role in the consumer's socialization (Ward, 1974; D'Alessio et al., 2009). Moreover, it would also

be interesting to perform the same experience but with a time difference between the visualization of the video and the questionnaire since, in the real world, an interval exists from the moment children are exposed to the advertising in TV to the moment they have to use that information in buying decisions or requests. Finally, different types of product placements can be used with different results in terms of effectiveness (D'Astous and Séguin, 1999; Russell, 2002, Hudson et al., 2008). In this study just one type of product placement was performed. In this study, there was a clear intention to use a type of product placement in the middle range in terms of intrusion and detection. A small editing of the video was also performed for a better understanding of the brand that was being placed.

Nevertheless these limitations, these primary results are a good starting point to other investigations in areas of utmost importance to advertisers, parents and policy makers.

6. Bibliography

Almquist, Eric, and Gordon Wyner. 2001. "Boost your marketing ROI with experimental design." *Harvard Business Review,* October: 135-141.

Auty, Susan, and Charlie Lewis. 2004 "Exploring children's choice: The reminder effect of product placement." *Psychology & Marketing*, 21(9): 699-716.

Bijmolt, Tammo, Wilma Claasen, and Britta Brus. 1998. "Children's understanding of TV advertising: Effects on age, gender and parental influence." *Journal of Consumer Policy*, 21: 171−194.

Borgers, Natacha, Edith Leeuw, and Joop Hox. 2001. "Children as respondents in survey research: Cognitive development and response quality." *Bulletin de Méthodologie Sociologique*, 66: 60–75.

Bornstein, Robert. 1989. "Exposure and affect: Overview and Meta-analysis of Research, 1968–1987." *Psychological Bulletin*, 106: 265–289.

Borzekowski, Dina, and Thomas Robinson. 2001. "The 30-second effect: An experiment revealing the impact of television commercials on food preferences of preschoolers." *Journal of the American Dietetic Association,* 101(1): 42-46.

Butter, Eliot, Paula Popovich, Robert Stackhouse, and Roger Garner. 1981. "Discrimination of television programs and commercials by preschool children." *Journal of Advertising Research*, 21: 53-56.

Chisnall, Peter. 1995. *Consumer Behaviour.* London: McGraw-Hill.

Clark, Susan, and Charlie O'Cass. 2005. "Dear Santa, do you have my brand? A study of the brand request styles at Christmas time." *Journal of Consumer Behaviour,* 2: 37-53.

Cowell, Paul. 2001. "Marketing to Children: A Guide for Students and Practitioners - Part 2." *The Marketing Review*, 2: 71-87.

D'Alessio, Maria, Fiorenzo Laghi, and Roberto Biaocco. 2009. "Attitudes towards TV advertising: A measure for children." *Journal of Applied Developmental Psychology*, 30: 409–418.

D'Astous, Alain, and Nathalie Séguin. 1999. "Consumer reactions to product placement strategies in television sponsorship." *European Journal of Marketing*, 33(9/10): 896-910.

Derscheid, Linda, Yoon-Hee Kwon, and Shi-Ruei Fang. 1996. "Preschoolers' Socialization as Consumers of Clothing and Recognition of Symbolism." *Perceptual and Motor Skills*, 82: 1171-1181.

Dotson, Michael, and Eva Hyatt. 2000. "A comparison of parents' and children's knowledge of brands and advertising slogans in United States: implications for consumer socialization." *Journal of Marketing Communications*, 6: 219-230.

Frye, A. 1993. "The kids are more than alright." *Marketing News*, 25: 20-22.

Gay, V. 1988. "CBS reshapes program sponsorship." *Advertising Age*, 59 (24): 62.

Gentile, Douglas, and David Walsh. 2002. "A normative study of family media habits." *Applied Developmental Psychology*, 23: 157-178.

Goldberg, Marvin. 1990. "A quasi-experiment assessing the effectiveness of TV advertising directed to children." *Journal of Marketing Research*, 27: 445-454.

Gorn, Gerald, and Marvin Goldberg. 1982. "Behavioral Evidence of the Effects of Televised Food Messages on Children." *Journal of Consumer Research*, 9(2): 200-205.

Gupta, Pola, and Kenneth Lord. 1998. "Product Placement in Movies: The Effect of Prominence and Mode on Audience Recall." *Journal of Current Issues and Research in Advertising*, 20(1): 47–59.

Hall, Emma. 2004. "Young Consumers Receptive to Movie Product Placement." *Advertising Age*, 75(13).

Harari, Tali, Sam Wilzig, and Shlomo Lamper. 2009. "The importance of product involvement for predicting advertising effectiveness among young people." *Journal of Advertising Research*, 28(2): 203-229.

Hendon, Donald, Anthony McGann, and Brenda Hendon. 1978. "Children's Age, Intelligence and Sex as Variables Mediating Reactions to TV Commercials: Repetition and Content Complexity Implications for Advertisers." *Journal of Advertising*, 7(3): 4-12.

Hudson, Simon, David Hudson, and John Peloza. 2008. "Meet the parents: A Parents' Perspective on Product Placement in Children's Films." *Journal of Business Ethics*, 80: 289-304.

Huston, Aletha, Bruce Watkins, and Dale Kunkel. 1989. "Public Policy and Children's Television." *American Psychologist*, 44 (2): 424-433

John, Deborah. 1999. "Consumer socialization of children: A retrospective look at twenty-five years of research." *Journal of Consumer Research*, 26: 183-213.

Kaikati, Andrew, and Jack Kaikati. 2004. "Stealth Marketing: How to Reach Consumers Surreptitiously." *California Management Review*, Vol. 46 (4): 6-22.

Karrh, James, Kathy McKee, and Carol Pardun. 2003. "Practitioners' evolving views on product placement effectiveness." *Journal of Advertising Research*, 43: 138-149.

Keller, Kevin. 1993. "Conceptualizing, Measuring, and Managing Customer-Based Brand Equity." *Journal of Marketing,* 57: 1-22.

Kline, Stephan. 1995. *Out of the Garden: Toys, TV, and Children's Culture in the Age of Marketing.* London: Verso.

Levin, Stephan, Thomas Petros, and Florence Petrella. 1982. "Preschoolers' Awareness of Television Advertising." *Child Development,* 53: 933-937.

Livingstone, Sonia, and Ellen Helsper. 2006. "Does advertising literacy mediate the effects of advertising to children?" *Journal of Communication,* 56: 560-584.

Mackie, Diane, and Arlene Asuncion. 1990. "On-Line and Memory-Based Modification of Attitudes: Determinants of Message Recall–Attitude Change Correspondence." *Journal of Personality and Social Psychology,* 59 (1): 5–16.

Macklin, Carole. 1983. "Do children understand TV ads?" *Journal of Advertising Research,* 23(1): 63–70.

Macklin, Carole. 1987. "Preschoolers' understanding of the informational function of television advertising." *Journal of Consumer Research,* 14: 229–239.

Macklin, Carole. 1994. "The impact of audiovisual information on children's product-related recall." *Journal of Consumer Research,* 21: 154-164.

Malhotra, Naresh, and David Birks. 2006. *Marketing Research: An Applied Approach.* F.T. - Prentice Hall.

McNeal, James. 1992. *Kids as Customers.* New York: Lexington Books.

Meenaghan, Tony. 1991. "Sponsorship - legitimising the medium." *European Journal of Marketing,* 25: 5-10.

Moore, Elizabeth. 2004. "Children and the changing world of advertising." *Journal of Business Ethics,* 52: 161-167.

Moses, Louis, and Dare Baldwin. 2005. "What can the study of cognitive development reveal about children's ability to appreciate and cope with advertising?" *Journal of Public Policy & Marketing*, 24(2): 186-201.

Nebenzahl, Israek, and Eugene Secunda. 1993. "Consumers' attitudes toward product placement in movies." *International Journal of Advertising*, 12: 1-11.

O'Cass, Aron and Peter Clarke. 2001. "Dear Santa, do you have my brand? A study of the brand request styles at Christmas time." *Journal of Consumer Behaviour*, 2: 37–53.

Oates, Caroline, Mark Blades, and Barrier Gunter. 2001. "Children and television advertising: when do they understand persuasive intent." *Journal of Consumer Behaviour*, 1(3): 238-245.

Palmer, Edward and Cynthia McDowell. 1979. "Program / commercial separators in children's television programming." *Journal of Communication*, 29: 197-201.

Piaget, Jean and Barbel Inhelder. 1972. *The Psychology of the Child.* Basic Books.

Reijmersdal, Eva. 2009. "Brand placement prominence: Good for memory! Bad for attitudes?" *Journal of Advertising Research*, 49(2): 151-153.

Roberts, Donald, Ulla Foehr, and Victoria Rideout. 2005. *Generation M: Media in the Lives of 8-18 Year-Olds*. Menlo Park, CA: Kaiser Family Foundation.

Robertson, Thomas and John Rossiter. 1974. "Children and commercial Persuasion: An attribution theory analysis." *Journal of Consumer Research*, 1: 13-20.

Romaniuk, Jenni. 2009. "The Efficacy of Brand-Execution Tactics in TV Advertising, Brand Placements, and Internet Advertising." *Journal of Advertising Research*, 49(2).

Ross, Jill and Rod Harradine. 2004. "I'm not wearing that! Branding and young children." *Journal of Fashion Marketing and Management*, 8(1): 11-26.

Rossiter, John. 1979. "Does television advertising affect children?" *Journal of Advertising Research*, 19: 39−45.

Russell, Cristel. 2002. "Investigating the Effectiveness of Product Placement in Television Shows: The Role of Modality and Plot Connection Congruence on Brand Memory and Attitude." *Journal of Consumer Research*, 29: 306-317.

Shimp, Terence. 2000. *Advertising and Promotion: Supplemental Aspects of Integrated Marketing Communications*. Texas: The Dryden Press.

Sylvester, Gina, Cheryl Achterberg, and Jerome Williams. 1995. "Children's television and nutrition: friends or foes?" *Nutrition Today*, 30: 6-15.

Valkenburg, Patti and Moniek Buijzen. 2005. "Identifying determinants of young children's brand awareness: Television, parents, and peers." *Applied Developmental Psychology*, 26: 456-468.

Walsh, Ann, Russell Laczniak, and Les Carlson. 1998. "Mother's Preferences for Regulating Children's Television." *Journal of Advertising*, 27(3): 23-36.

Ward, Scott (1974) "Consumer Socialisation" *Journal of Consumer Research*, 1: 1-13.

Ward, Scott, and Daniel Wackman. 1971. "Family and media influences on adolescent consumer learning." *American Behavioural Scientist*, 14: 415-427.

Ward, Scott, Daniel Wackman, and Ellen Wartella. 1977. *How children learn to buy*. Beverly Hills, California: Sage.

7. Appendixes

Appendix 1 – EU Pledge Release

EU Pledge: "We will change our food advertising to children."

The EU Pledge is a commitment to change food and beverage advertising on TV, print and internet to children under the age of 12 in the European Union.

Signatory companies have already or will implement company-specific voluntary measures by the end of 2008 in order to meet this objective.

These voluntary measures are made by food and beverage companies to the European Commission's Platform for Action on Diet, Physical Activity and Health in support of parental efforts to promote healthy lifestyles.

The current participating companies are:

Burger King
Coca-Cola
Danone
Ferrero
General Mills
Kellogg
Kraft
Mars
Nestlé
PepsiCo
Unilever

The above companies, representing approximately two thirds of the food and beverage advertising spend in the European Union, will publish their specific advertising commitments during the course of 2008 on an EU Pledge website (www.eu-pledge.eu) and will implement their commitments no later than 31 December 2008. In case of mergers or acquisitions, an adequate transition period will be allowed for the implementation of measures taken under this EU Pledge.

Additionally, these companies agree to demonstrate that their specific commitments comply with the following minimum criteria:

- No advertising of products to children under 12 years, except for products which fulfill specific nutrition criteria based on accepted scientific evidence and/or applicable national and international dietary guidelines. For the purpose of this initiative, "advertising to children under 12 years" means advertising to media audiences with a minimum of 50% of children under 12 years.

- No communication related to products in primary schools, except where specifically requested by, or agreed with, the school administration for educational purposes.

In line with the EU Platform's Terms of Reference, Pledge signatories are required to monitor commitments in a transparent, accountable and participative way. Independent compliance monitoring of the EU Pledge will cover TV, print and internet advertising and will start in January 2009.

Brussels, Dec 10th 2007

Appendix 2 – Excerpt of the Portuguese Advertising Code

EXCERTO

CÓDIGO DA PUBLICIDADE Decreto-Lei n.º 330/90 de 23 de Outubro

(Com as alterações introduzidas pelos Decretos-Lei n.º 74/93, de 10 de Março, n.º 6/95, de 17 de Janeiro e nº61/97 de 25 de Março)

SECÇÃO II Restrições ao conteúdo da publicidade

Artigo 14º (Menores)

1 - A publicidade especialmente dirigida a menores deve ter sempre em conta a sua vulnerabilidade psicológica, abstendo-se nomeadamente, de:

a) Incitar directamente os menores, explorando a sua inexperiência ou credulidade, a adquirir um determinado bem ou serviço;

b) Incitar directamente os menores a persuadirem os seus pais ou terceiros a comprarem os produtos ou serviços em questão;

c) Conter elementos susceptíveis de fazerem perigar a sua integridade física ou moral, designadamente pelo incitamento à violência;

d) Explorar a confiança especial que os menores depositam nos seus pais, tutores ou professores.

2 - Os menores só podem ser intervenientes principais nas mensagens publicitárias em que se verifique existir uma relação directa entre eles e o produto ou serviço veiculado.

SECÇÃO III Restrições ao objecto da publicidade

Artigo 20º (Publicidade em estabelecimentos de ensino)

É proibida a publicidade de bebidas alcoólicas, a divulgação do tabaco ou qualquer tipo de material pornográfico em estabelecimentos de ensino, bem como em publicações, programas ou actividades especialmente destinadas a menores.

SECÇÃO IV Formas especiais da publicidade

Artigo 24º (Patrocínio)

1 - Entende-se por patrocínio, para efeitos do presente diploma, a participação de pessoas singulares ou colectivas no financiamento de quaisquer obras áudio-visuais, programas, reportagens, edições, rubricas ou secções, adiante designados abreviadamente por programas, independentemente do meio utilizado para a sua difusão, com vista à promoção do seu nome ou imagem, bem com das suas actividades, bens ou serviços.

2 - As pessoas singulares ou colectivas que tenham por actividade principal o fabrico ou a venda de produtos referidos nos artigos 18.º e 19.º não podem ser patrocinadores de programas televisivos.

3 - Os telejornais e os programas televisivos de informação política não podem ser patrocinados.

4 - Os programas patrocinados devem ser claramente identificados como tal pela indicação, no início e ou no final do programa, do nome ou logótipo do patrocinador. **5 -** O conteúdo e a programação de uma emissão patrocinada não podem, em caso algum, ser influenciados pelo patrocinador, por forma a afectar a responsabilidade e a independência editorial do emissor.

6 - Os programas patrocinados não devem incitar à compra ou locação dos bens ou serviços do patrocinador ou de um terceiro, designadamente através de referências promocionais específicas a tais bens ou serviços.

Appendix 3 – Auto regulation for product placement and help in production and/or prices

ICAP
INSTITUTO CIVIL DA AUTODISCIPLINA DA PUBLICIDADE

CPMCS
Confederação Portuguesa dos Meios de Comunicação Social

ACORDO DE AUTO-REGULAÇÃO EM MATÉRIA DE "COLOCAÇÃO DE PRODUTO" E "AJUDAS À PRODUÇÃO E/OU PRÉMIOS"

INTRODUÇÃO

É indelével o papel da auto-regulação enquanto sistema célere, eficaz e aberto à sociedade civil, sendo que pela primeira vez são estabelecidos, formalmente, princípios e regras relativos à "colocação de produto".

Esta técnica de comunicação audiovisual é uma prática fundamentada, reconhecida e lícita.

O presente acordo de auto-regulação, que pretende estabelecer regras e princípios gerais sobre a "colocação de produto" e "ajudas à produção e/ou prémios", deve ser interpretado como um todo, tanto no espírito como na letra.

Uma futura actualização do acordo deverá ter em conta, nomeadamente, a jurisprudência oriunda do JEP- Júri de Ética Publicitária do ICAP.

CAPÍTULO I
DISPOSIÇÕES GERAIS

ARTIGO 1º
ÂMBITO DE APLICAÇÃO

1. Poderão ser objecto de "colocação de produto" e "ajudas à produção e/ou prémios" todos os programas que se inscrevam nas seguintes categorias:
   a) obras cinematográficas, nomeadamente, de longa e curta duração;
   b) telefilmes e séries concebidas para quaisquer serviços de comunicação social audiovisual, nomeadamente novelas ou outros formatos de ficção análogos;
   c) programas sobre desporto, designadamente transmissões televisivas de eventos desportivos bem como todos aqueles que tenham o desporto por tema ou objecto;
   d) programas de entretenimento ligeiro, designadamente do género «talk-show», «reality show», espectáculos musicais, passatempos ou concursos televisivos.
2. Com excepção das "ajudas à produção e/ou prémios", não será permitida a "colocação de produto" em programas infantis, considerando-se como tais aqueles cujo conteúdo, pela sua natureza, seja especificamente destinado a crianças até aos 9 anos e cuja classificação etária não seja igual ou superior a 10 AP, de acordo com a escala gradativa em vigor nos serviços de programas generalistas de cobertura geral desde Setembro de 2006.
3. Com excepção das "ajudas à produção", não será permitida a "colocação de produto" nos noticiários, programas de actualidade de natureza informativa e religiosos.

1

ICAP
INSTITUTO CIVIL DA AUTODISCIPLINA DA PUBLICIDADE

CPMCS
Confederação Portuguesa dos Meios de Comunicação Social

ARTIGO 2º
DEFINIÇÕES

1. Será considerada como "colocação de produto" qualquer forma de comunicação comercial audiovisual que consista na inclusão ou referência a um produto ou serviço ou à respectiva marca comercial num programa, a troco de pagamento ou retribuição similar.

2. Serão consideradas "ajudas à produção e/ou prémios" o fornecimento gratuito de bens, serviços ou prémios, concretamente envolvidos no programa, sem valor significativo.

3. Por comunicação comercial audiovisual entende-se qualquer imagem, com ou sem som, que se destine a promover, directa ou indirectamente, os produtos, os serviços ou a imagem de uma pessoa singular ou colectiva que exerce uma actividade económica.

4. Por «programa» entender-se-á um conjunto de imagens em movimento, com ou sem som, que constitui uma parte autónoma da grelha de programas ou do catálogo estabelecidos por um fornecedor de serviços de comunicação social e cuja forma e conteúdo é comparável à forma e ao conteúdo de uma emissão televisiva.

5. A aferição do valor previsto no nº 2 anterior é da responsabilidade das estações televisivas.

ARTIGO 3º
PRINCÍPIOS

1. Quaisquer formas de "colocação de produto" e "ajudas à produção e/ou prémios" devem respeitar os princípios da legalidade, decência, honestidade e veracidade.

2. A "colocação de produto" e as "ajudas à produção e/ou prémios" devem ser concebidas com elevado sentido de responsabilidade social, devem respeitar os princípios da leal concorrência e devem preservar a confiança pública na comunicação.

3. Especiais cautelas deverão ser tidas em conta, no que diz respeito a, nomeadamente, grupos vulneráveis, consumo imoderado de alimentos e bebidas, salvo por razões pedagógicas, jogos de fortuna ou azar e material considerado obsceno.

2

ICAP
INSTITUTO CIVIL DA AUTODISCIPLINA DA PUBLICIDADE

CPMCS
Confederação Portuguesa dos Meios de Comunicação Social

ARTIGO 4º
RESPEITO PELO CONTEÚDO EDITORIAL

1. A "colocação de produto" e as "ajudas à produção e/ou prémios" não podem afectar a responsabilidade e a independência editorial do fornecedor do serviço de comunicação social.

2. As referências à própria marca ou ao produto ou serviço em causa, se existirem, não deverão apelar directamente à compra ou locação dos produtos ou serviços do fabricante ou prestador do serviço em causa ou de terceiro, sendo admitida a mera representação ou demonstração de carácter objectivo do seu uso normal, sem qualquer discurso.

3. Devem ser consideradas não admitidas e, consequentemente proibidas, todas as referências ao preço praticado ou às respectivas condições de aquisição do produto ou serviço em causa.

ARTIGO 5º
IDENTIFICAÇÃO

1. Os programas que contenham no seu interior "colocação de produto" deverão ser identificados com uma referência antes do seu início e reatamento (após interrupções), e imediatamente após o final, avisando claramente o telespectador desse facto.

2. A mensagem de identificação prevista no número anterior será composta por uma sinalética apropriada, a desenvolver e a acordar pelas Partes no prazo de noventa dias a contar da data de assinatura do presente acordo de auto-regulação.

3. Os programas que contenham no seu interior "ajudas à produção e/ou prémios" deverão ser identificados com uma referência imediatamente após o final do programa, avisando claramente o telespectador desse facto.

4. A mensagem de identificação prevista no número anterior deverá conter a menção "Este programa teve ajuda à produção de: (identificação do produto, marca, bens ou serviços envolvidos)".

5. O disposto neste artigo não será aplicável aos programas que não tenham sido produzidos ou encomendados pelo próprio fornecedor de serviços de comunicação social nem por uma empresa sua filial.

3

ICAP
INSTITUTO CIVIL DA AUTODISCIPLINA DA PUBLICIDADE

CPMCS
Confederação Portuguesa dos Meios de Comunicação Social

ARTIGO 6º
PROEMINÊNCIA INDEVIDA

1. A distinção entre a "colocação de produto" e as "ajudas à produção e/ou prémios" em relação à publicidade oculta ou dissimulada deverá igualmente ser assegurada através da visualização dos bens ou serviços de modo ponderado e adequado ao tipo de programa em causa, de uma forma integrada na narrativa.

2. Nenhum produto, marca, bens ou serviços podem ser colocados numa produção ou transmissão de evento televisivo, real ou ficcionado, de forma a que a sua visualização possa induzir o telespectador de que está a ser alvo de um propósito deliberado de persuasão publicitária.

3. Presume -se a verificação do disposto na parte final do número antecedente sempre que ocorra, nomeadamente, alguma das seguintes situações:

   a) Focagem directa e exclusiva, com excepção dos prémios envolvidos em programas cuja natureza o justifique, nomeadamente concursos e passatempos;

   b) Imagem de primeiro plano com notoriedade superior à das personagens que aparecem em simultâneo ou dos demais motivos cénicos, com excepção prevista na alínea anterior;

   c) Imagem sem qualquer ligação aparente ou lógica com a narrativa ou com o espaço cénico;

   d) Imagem reiteradamente exibida, ou durante um período de tempo excessivo face ao critério de necessidade e integração na estrutura narrativa;

   e) Utilização abusiva da imagem de menores em interacção com produtos, marcas ou serviços que não fazem parte do respectivo universo.

CAPÍTULO II
RESTRIÇÕES À "COLOCAÇÃO DE PRODUTO" E "AJUDAS À PRODUÇÃO E/OU PRÉMIOS"

ARTIGO 7º
BEBIDAS ALCOÓLICAS

Não será permitida a "colocação de produto" e "ajudas à produção e/ou prémios" que incentive ao consumo imoderado de bebidas alcoólicas, independentemente do destinatário, salvo por razões pedagógicas.

ICAP
INSTITUTO CIVIL DA AUTODISCIPLINA DA PUBLICIDADE

CPMCS
Confederação Portuguesa dos Meios de Comunicação Social

ARTIGO 8º
PRODUTOS DO TABACO E/OU CIGARROS

Não será permitida a "colocação de produto" e "ajudas à produção e/ou prémios" em bens relacionados, directa ou indirectamente, com tabaco e/ou cigarros.

ARTIGO 9º
MEDICAMENTOS E TRATAMENTOS DE PRESCRIÇÃO MÉDICA

Não será permitida a "colocação de produto" e "ajudas à produção e/ou prémios" relativa a medicamentos e tratamentos médicos sujeitos a prescrição médica em Portugal.

CAPÍTULO III
REGIME SANCIONATÓRIO

ARTIGO 10º
TIPIFICAÇÃO DAS SANÇÕES

As sanções aplicáveis resultam das deliberações do JEP e consistem no seguinte:

Sanção simples – Caso seja pela primeira vez dado conhecimento ao infractor sobre a existência de qualquer violação a determinada(s) norma(s) do presente acordo - Advertência por escrito;

Sanção grave – Caso o infractor venha a ser sancionado pela terceira vez consecutiva pela violação da(s) mesma(s) norma(s) do presente acordo - Obrigação de ocultar a imagem do produto ou serviço em qualquer emissão futura da mesma série ou programa em que tenha sido praticada a infracção;

Sanção muito grave – Caso ocorra violação das normas previstas no Capítulo II - Suspensão por três dias no horário habitual do Programa.

ARTIGO 11º
TRAMITAÇÃO E CUMPRIMENTO SANCIONATÓRIO

A tramitação deve observar o Regulamento do JEP, sendo que o Recurso nele previsto tem efeito meramente devolutivo.

As sanções terão que ser cumpridas, por parte das estações televisivas, num prazo máximo de cinco (5) dias úteis a contar do primeiro dia útil seguinte ao da recepção da deliberação do JEP.

As estações televisivas deverão enviar para o ICAP, com recibo de entrega, o registo comprovativo do cumprimento da sanção.

5

ICAP
INSTITUTO CIVIL DA AUTODISCIPLINA DA PUBLICIDADE

CPMCS
Confederação Portuguesa dos Meios de Comunicação Social

CAPÍTULO IV
VIGÊNCIA E DISPOSIÇÃO TRANSITÓRIA

ARTIGO 12º
VIGÊNCIA

O presente acordo entrará em vigor a partir do dia em que for acordada a mensagem de identificação prevista no Artigo 5.º n.º 2.

ARTIGO 13º
DISPOSIÇÃO TRANSITÓRIA

As regras constantes do presente acordo não serão aplicáveis aos programas já produzidos e definitivamente fixados, que se destinem a emissão até ao dia 19 de Dezembro de 2009.

Lisboa, 6 de Fevereiro de 2009

6

Subscritores

CPMCS	ICAP
Pedro Morais Leitão	José Tomaz
Presidente	Presidente
Albérico Fernandes	Vítor Brás
Vogal	Vice-Presidente
Vítor Brás	Jorge Marques
Vogal	Vice-Presidente

RTP	SIC	TVI
Guilherme Costa	Francisco Pinto Balsemão	Manuel Polanco
Presidente	Presidente	Presidente

7

Appendix 4 – Authorization sheet and questionnaire

Ismael Mahomed Omar, aluno de Mestrado
Faculdade de Economia da Universidade Nova de Lisboa
1099-032 Lisboa
Contactos: 918475815 - Ismael_box@hotmail.com

Assunto: Pedido de autorização para participação em estudo sobre eficiência e percepção de técnicas publicitárias em televisão

Exmo. Sr. Encarregado de Educação,

Sou aluno de Mestrado em Gestão da Faculdade de Economia da Universidade Nova de Lisboa e ex-aluno do Colégio Valsassina e estou a realizar a minha investigação na área de comportamento do consumidor infantil em parceria com uma marca de cereais.

Para esse efeito, estou a levar a cabo um estudo sobre eficiência e percepção de técnicas publicitárias em televisão. Necessitava que o(a) seu educando(a) visse um pequeno vídeo (conteúdo indicado para crianças desta idade) e que me respondesse a questões relacionadas com o mesmo. Tudo isto demorará cerca de 10/15 minutos, será feito no Colégio e coordenado com as aulas.

Precisava também que o(a) Sr(a). me respondesse a um breve questionário (em anexo) e o devolvesse na escola juntamente com esta folha de autorização assinada no respectivo envelope.

Os dados recolhidos serão analisados por mim e a sua confidencialidade é total, sendo apenas publicados na tese os resultados do estudo sem a referência aos dados dos alunos, e sem a identificação da escola onde o estudo foi realizado (apenas será mencionada a localidade e o tipo de escola). Os resultados do estudo serão enviados para o Colégio, podendo ser consultados por todos os encarregados de educação.

Desde já agradeço a sua cooperação.

Com os melhores cumprimentos,

Autorizo o(a) aluno(a) _____

do _____ º ano, turma _____ a participar neste estudo.

_____, _____ de _____ de 2009

_____

Assinatura do encarregado de educação

Questionário

Quais das seguintes marcas de cereais o seu educando consome ou consumiu no último ano? (assinale por favor com uma cruz todas as que se aplicarem)

☐

☐

☐

☐

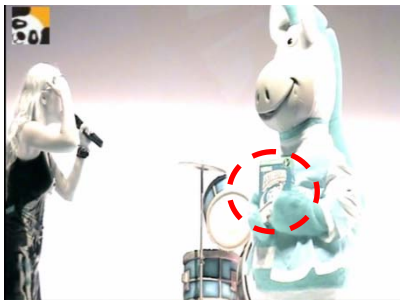
☐

☐

☐

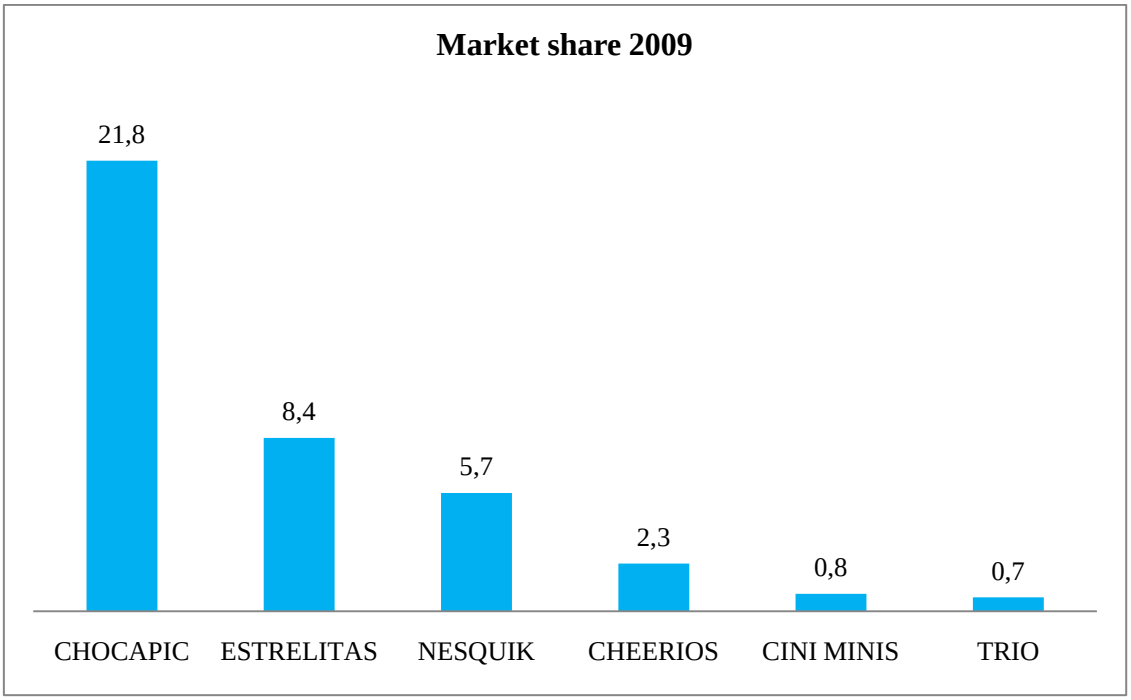
Obrigado pela sua colaboração.

Appendix 5 – Pictures of the video

Control	 
Commercial	 
Product Placement	  Note: Red circle not present in the movie.

Appendix 6 – Paper sheet with cereals used in the interviews

Appendix 7 – Nestle Cereals' market share from Portugal in 2009



Source: Nestlé Portugal

Appendix 8 – SPSS output regarding detection relations (H1, H4a and H5a)

H1:

Type of test

-

Detection

Type_of_Test * See_Estrelitas Crosstabulation

			See_Estrelitas		
			Not seen	Seen	Total
Type_of_Test	Commercial	Count	9	17	26
		% within Type_of_Test	34,6%	65,4%	100,0%
		% within See_Estrelitas	40,9%	58,6%	51,0%
	Product Placement	Count	13	12	25
		% within Type_of_Test	52,0%	48,0%	100,0%
		% within See_Estrelitas	59,1%	41,4%	49,0%
Total		Count	22	29	51
		% within Type_of_Test	43,1%	56,9%	100,0%
		% within See_Estrelitas	100,0%	100,0%	100,0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1,570[a]	1	,210		
Continuity Correction[b]	,942	1	,332		
Likelihood Ratio	1,578	1	,209		
Fisher's Exact Test				,264	,166
Linear-by-Linear Association	1,540	1	,215		
N of Valid Cases	51				

a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 10,78.

b. Computed only for a 2x2 table

H4a:

Age

-

Detection

Age * See_Estrelitas Crosstabulation

			See_Estrelitas		
			Not seen	Seen	Total
Age	5	Count	9	11	20
		% within Age	45,0%	55,0%	100,0%
		% within See_Estrelitas	40,9%	37,9%	39,2%
	7	Count	13	18	31
		% within Age	41,9%	58,1%	100,0%
		% within See_Estrelitas	59,1%	62,1%	60,8%
Total		Count	22	29	51
		% within Age	43,1%	56,9%	100,0%
		% within See_Estrelitas	100,0%	100,0%	100,0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	,047[a]	1	,829		
Continuity Correction[b]	,000	1	1,000		
Likelihood Ratio	,046	1	,829		
Fisher's Exact Test				1,000	,528
Linear-by-Linear Association	,046	1	,831		
N of Valid Cases	51				

a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 8,63.

b. Computed only for a 2x2 table

H5a:

Gender - Detection

Gender * See_Estrelitas Crosstabulation

			See_Estrelitas		
			Not seen	Seen	Total
Gender	Female	Count	9	18	27
		% within Gender	33,3%	66,7%	100,0%
		% within See_Estrelitas	40,9%	62,1%	52,9%
	Male	Count	13	11	24
		% within Gender	54,2%	45,8%	100,0%
		% within See_Estrelitas	59,1%	37,9%	47,1%
Total		Count	22	29	51
		% within Gender	43,1%	56,9%	100,0%
		% within See_Estrelitas	100,0%	100,0%	100,0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2,248[a]	1	,134		
Continuity Correction[b]	1,479	1	,224		
Likelihood Ratio	2,261	1	,133		
Fisher's Exact Test				,164	,112
Linear-by-Linear Association	2,204	1	,138		
N of Valid Cases	51				

a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 10,35.

b. Computed only for a 2x2 table

Appendix 9 – SPSS output regarding awareness relations (H2, H4b and H5b)

H2: Type of test - Recognition

Crosstab

			Recognition_Estrelitas		
			Not recognised	Recognised	Total
Type_of_Test	Commercial	Count	1	25	26
		% within Type_of_Test	3,8%	96,2%	100,0%
		% within Recognition_Estrelitas	33,3%	52,1%	51,0%
	Product Placement	Count	2	23	25
		% within Type_of_Test	8,0%	92,0%	100,0%
		% within Recognition_Estrelitas	66,7%	47,9%	49,0%
Total		Count	3	48	51
		% within Type_of_Test	5,9%	94,1%	100,0%
		% within Recognition_Estrelitas	100,0%	100,0%	100,0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	,397[a]	1	,529		
Continuity Correction[b]	,001	1	,972		
Likelihood Ratio	,404	1	,525		
Fisher's Exact Test				,610	,485
Linear-by-Linear Association	,389	1	,533		
N of Valid Cases	51				

a. 2 cells (50,0%) have expected count less than 5. The minimum expected count is 1,47.

b. Computed only for a 2x2 table

Type of test - Recall

Crosstab

			Recall_Estrelitas		
			Not recalled	Recalled	Total
Type_of_Test	Commercial	Count	5	21	26
		% within Type_of_Test	19,2%	80,8%	100,0%
		% within Recall_Estrelitas	35,7%	56,8%	51,0%
	Product Placement	Count	9	16	25
		% within Type_of_Test	36,0%	64,0%	100,0%
		% within Recall_Estrelitas	64,3%	43,2%	49,0%
Total		Count	14	37	51
		% within Type_of_Test	27,5%	72,5%	100,0%
		% within Recall_Estrelitas	100,0%	100,0%	100,0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1,800[a]	1	,180		
Continuity Correction[b]	1,056	1	,304		
Likelihood Ratio	1,817	1	,178		
Fisher's Exact Test				,220	,152
Linear-by-Linear Association	1,764	1	,184		
N of Valid Cases	51				

a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 6,86.

b. Computed only for a 2x2 table

Type of test - Top of mind

Crosstab

			Top_of_mind_estrelitas		
			Not top	Top	Total
Type_of_Test	Commercial	Count	11	15	26
		% within Type_of_Test	42,3%	57,7%	100,0%
		% within Top_of_mind_estrelitas	44,0%	57,7%	51,0%
	Product Placement	Count	14	11	25
		% within Type_of_Test	56,0%	44,0%	100,0%
		% within Top_of_mind_estrelitas	56,0%	42,3%	49,0%
Total		Count	25	26	51
		% within Type_of_Test	49,0%	51,0%	100,0%
		% within Top_of_mind_estrelitas	100,0%	100,0%	100,0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	,956[a]	1	,328		
Continuity Correction[b]	,487	1	,485		
Likelihood Ratio	,959	1	,327		
Fisher's Exact Test				,406	,243
Linear-by-Linear Association	,937	1	,333		
N of Valid Cases	51				

a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 12,25.

b. Computed only for a 2x2 table

H4b:

Age - Recognition

Crosstab

Age				Recognition_Estrelitas		
				Not recognised	Recognised	Total
5	Type_of_Test_10	No advertising	Count	2	8	10
			% within Type_of_Test_10	20,0%	80,0%	100,0%
			% within Recognition_Estrelitas	40,0%	32,0%	33,3%
		Advertising	Count	3	17	20
			% within Type_of_Test_10	15,0%	85,0%	100,0%
			% within Recognition_Estrelitas	60,0%	68,0%	66,7%
	Total		Count	5	25	30
			% within Type_of_Test_10	16,7%	83,3%	100,0%
			% within Recognition_Estrelitas	100,0%	100,0%	100,0%
7	Type_of_Test_10	No advertising	Count	1	13	14
			% within Type_of_Test_10	7,1%	92,9%	100,0%
			% within Recognition_Estrelitas	100,0%	29,5%	31,1%
		Advertising	Count	0	31	31
			% within Type_of_Test_10	,0%	100,0%	100,0%
			% within Recognition_Estrelitas	,0%	70,5%	68,9%
	Total		Count	1	44	45
			% within Type_of_Test_10	2,2%	97,8%	100,0%
			% within Recognition_Estrelitas	100,0%	100,0%	100,0%

Chi-Square Tests

Age		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
5	Pearson Chi-Square	,120[a]	1	,729		
	Continuity Correction[b]	,000	1	1,000		
	Likelihood Ratio	,117	1	,732		
	Fisher's Exact Test				1,000	,551
	Linear-by-Linear Association	,116	1	,733		
	N of Valid Cases	30				
7	Pearson Chi-Square	2,265[c]	1	,132		
	Continuity Correction[b]	,170	1	,680		
	Likelihood Ratio	2,386	1	,122		
	Fisher's Exact Test				,311	,311
	Linear-by-Linear Association	2,214	1	,137		
	N of Valid Cases	45				

a. 2 cells (50,0%) have expected count less than 5. The minimum expected count is 1,67.

b. Computed only for a 2x2 table

c. 2 cells (50,0%) have expected count less than 5. The minimum expected count is ,31.

Age - Recall

Crosstab

Age				Recall_Estrelitas: Not recalled	Recall_Estrelitas: Recalled	Total
5	Type_of_Test_10	No advertising	Count	5	5	10
			% within Type_of_Test_10	50,0%	50,0%	100,0%
			% within Recall_Estrelitas	41,7%	27,8%	33,3%
		Advertising	Count	7	13	20
			% within Type_of_Test_10	35,0%	65,0%	100,0%
			% within Recall_Estrelitas	58,3%	72,2%	66,7%
	Total		Count	12	18	30
			% within Type_of_Test_10	40,0%	60,0%	100,0%
			% within Recall_Estrelitas	100,0%	100,0%	100,0%
7	Type_of_Test_10	No advertising	Count	3	11	14
			% within Type_of_Test_10	21,4%	78,6%	100,0%
			% within Recall_Estrelitas	30,0%	31,4%	31,1%
		Advertising	Count	7	24	31
			% within Type_of_Test_10	22,6%	77,4%	100,0%
			% within Recall_Estrelitas	70,0%	68,6%	68,9%
	Total		Count	10	35	45
			% within Type_of_Test_10	22,2%	77,8%	100,0%
			% within Recall_Estrelitas	100,0%	100,0%	100,0%

Chi-Square Tests

Age		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
5	Pearson Chi-Square	,625[a]	1	,429		
	Continuity Correction[b]	,156	1	,693		
	Likelihood Ratio	,620	1	,431		
	Fisher's Exact Test				,461	,344
	Linear-by-Linear Association	,604	1	,437		
	N of Valid Cases	30				
7	Pearson Chi-Square	,007[c]	1	,931		
	Continuity Correction[b]	,000	1	1,000		
	Likelihood Ratio	,007	1	,931		
	Fisher's Exact Test				1,000	,627
	Linear-by-Linear Association	,007	1	,932		
	N of Valid Cases	45				

a. 1 cells (25,0%) have expected count less than 5. The minimum expected count is 4,00.

b. Computed only for a 2x2 table

c. 1 cells (25,0%) have expected count less than 5. The minimum expected count is 3,11.

Age - Top of mind

Crosstab

Age				Top_of_mind_estrelitas		
				Not top	Top	Total
5	Type_of_Test_10	No advertising	Count	7	3	10
			% within Type_of_Test_10	70,0%	30,0%	100,0%
			% within Top_of_mind_estrelitas	41,2%	23,1%	33,3%
		Advertising	Count	10	10	20
			% within Type_of_Test_10	50,0%	50,0%	100,0%
			% within Top_of_mind_estrelitas	58,8%	76,9%	66,7%
	Total		Count	17	13	30
			% within Type_of_Test_10	56,7%	43,3%	100,0%
			% within Top_of_mind_estrelitas	100,0%	100,0%	100,0%
7	Type_of_Test_10	No advertising	Count	7	7	14
			% within Type_of_Test_10	50,0%	50,0%	100,0%
			% within Top_of_mind_estrelitas	31,8%	30,4%	31,1%
		Advertising	Count	15	16	31
			% within Type_of_Test_10	48,4%	51,6%	100,0%
			% within Top_of_mind_estrelitas	68,2%	69,6%	68,9%
	Total		Count	22	23	45
			% within Type_of_Test_10	48,9%	51,1%	100,0%
			% within Top_of_mind_estrelitas	100,0%	100,0%	100,0%

Chi-Square Tests

Age		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
5	Pearson Chi-Square	1,086[a]	1	,297		
	Continuity Correction[b]	,424	1	,515		
	Likelihood Ratio	1,111	1	,292		
	Fisher's Exact Test				,440	,259
	Linear-by-Linear Association	1,050	1	,306		
	N of Valid Cases	30				
7	Pearson Chi-Square	,010[c]	1	,920		
	Continuity Correction[b]	,000	1	1,000		
	Likelihood Ratio	,010	1	,920		
	Fisher's Exact Test				1,000	,587
	Linear-by-Linear Association	,010	1	,921		
	N of Valid Cases	45				

a. 1 cells (25,0%) have expected count less than 5. The minimum expected count is 4,33.

b. Computed only for a 2x2 table

c. 0 cells (,0%) have expected count less than 5. The minimum expected count is 6,84.

H5b:

Gender - Recognition

Crosstab

Gender				Recognition_Estrelitas: Not recognised	Recognition_Estrelitas: Recognised	Total
Female	Type_of_Test_10	No advertising	Count	2	11	13
			% within Type_of_Test_10	15,4%	84,6%	100,0%
			% within Recognition_Estrelitas	100,0%	28,9%	32,5%
		Advertising	Count	0	27	27
			% within Type_of_Test_10	,0%	100,0%	100,0%
			% within Recognition_Estrelitas	,0%	71,1%	67,5%
	Total		Count	2	38	40
			% within Type_of_Test_10	5,0%	95,0%	100,0%
			% within Recognition_Estrelitas	100,0%	100,0%	100,0%
Male	Type_of_Test_10	No advertising	Count	1	10	11
			% within Type_of_Test_10	9,1%	90,9%	100,0%
			% within Recognition_Estrelitas	25,0%	32,3%	31,4%
		Advertising	Count	3	21	24
			% within Type_of_Test_10	12,5%	87,5%	100,0%
			% within Recognition_Estrelitas	75,0%	67,7%	68,6%
	Total		Count	4	31	35
			% within Type_of_Test_10	11,4%	88,6%	100,0%
			% within Recognition_Estrelitas	100,0%	100,0%	100,0%

Chi-Square Tests

Gender		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Female	Pearson Chi-Square	4,372[a]	1	,037		
	Continuity Correction[b]	1,733	1	,188		
	Likelihood Ratio	4,719	1	,030		
	Fisher's Exact Test				,100	,100
	Linear-by-Linear Association	4,263	1	,039		
	N of Valid Cases	40				
Male	Pearson Chi-Square	,087[c]	1	,769		
	Continuity Correction[b]	,000	1	1,000		
	Likelihood Ratio	,090	1	,764		
	Fisher's Exact Test				1,000	,628
	Linear-by-Linear Association	,084	1	,772		
	N of Valid Cases	35				

a. 2 cells (50,0%) have expected count less than 5. The minimum expected count is ,65.

b. Computed only for a 2x2 table

c. 2 cells (50,0%) have expected count less than 5. The minimum expected count is 1,26.

Gender - Recall

Crosstab

Gender				Recall_Estrelitas: Not recalled	Recall_Estrelitas: Recalled	Total
Female	Type_of_Test_10	No advertising	Count	4	9	13
			% within Type_of_Test_10	30,8%	69,2%	100,0%
			% within Recall_Estrelitas	40,0%	30,0%	32,5%
		Advertising	Count	6	21	27
			% within Type_of_Test_10	22,2%	77,8%	100,0%
			% within Recall_Estrelitas	60,0%	70,0%	67,5%
	Total		Count	10	30	40
			% within Type_of_Test_10	25,0%	75,0%	100,0%
			% within Recall_Estrelitas	100,0%	100,0%	100,0%
Male	Type_of_Test_10	No advertising	Count	4	7	11
			% within Type_of_Test_10	36,4%	63,6%	100,0%
			% within Recall_Estrelitas	33,3%	30,4%	31,4%
		Advertising	Count	8	16	24
			% within Type_of_Test_10	33,3%	66,7%	100,0%
			% within Recall_Estrelitas	66,7%	69,6%	68,6%
	Total		Count	12	23	35
			% within Type_of_Test_10	34,3%	65,7%	100,0%
			% within Recall_Estrelitas	100,0%	100,0%	100,0%

Chi-Square Tests

Gender		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Female	Pearson Chi-Square	,342[a]	1	,559		
	Continuity Correction[b]	,038	1	,845		
	Likelihood Ratio	,334	1	,563		
	Fisher's Exact Test				,700	,414
	Linear-by-Linear Association	,333	1	,564		
	N of Valid Cases	40				
Male	Pearson Chi-Square	,031[c]	1	,861		
	Continuity Correction[b]	,000	1	1,000		
	Likelihood Ratio	,031	1	,861		
	Fisher's Exact Test				1,000	,576
	Linear-by-Linear Association	,030	1	,863		
	N of Valid Cases	35				

a. 1 cells (25,0%) have expected count less than 5. The minimum expected count is 3,25.

b. Computed only for a 2x2 table

c. 1 cells (25,0%) have expected count less than 5. The minimum expected count is 3,77.

Gender - Top of mind

Crosstab

Gender				Top_of_mind_estrelitas		
				Not top	Top	Total
Female	Type_of_Test_10	No advertising	Count	7	6	13
			% within Type_of_Test_10	53,8%	46,2%	100,0%
			% within Top_of_mind_estrelitas	43,8%	25,0%	32,5%
		Advertising	Count	9	18	27
			% within Type_of_Test_10	33,3%	66,7%	100,0%
			% within Top_of_mind_estrelitas	56,3%	75,0%	67,5%
	Total		Count	16	24	40
			% within Type_of_Test_10	40,0%	60,0%	100,0%
			% within Top_of_mind_estrelitas	100,0%	100,0%	100,0%
Male	Type_of_Test_10	No advertising	Count	7	4	11
			% within Type_of_Test_10	63,6%	36,4%	100,0%
			% within Top_of_mind_estrelitas	30,4%	33,3%	31,4%
		Advertising	Count	16	8	24
			% within Type_of_Test_10	66,7%	33,3%	100,0%
			% within Top_of_mind_estrelitas	69,6%	66,7%	68,6%
	Total		Count	23	12	35
			% within Type_of_Test_10	65,7%	34,3%	100,0%
			% within Top_of_mind_estrelitas	100,0%	100,0%	100,0%

Chi-Square Tests

Gender		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Female	Pearson Chi-Square	1,538[a]	1	,215		
	Continuity Correction[b]	,802	1	,370		
	Likelihood Ratio	1,524	1	,217		
	Fisher's Exact Test				,305	,185
	Linear-by-Linear Association	1,500	1	,221		
	N of Valid Cases	40				
Male	Pearson Chi-Square	,031[c]	1	,861		
	Continuity Correction[b]	,000	1	1,000		
	Likelihood Ratio	,031	1	,861		
	Fisher's Exact Test				1,000	,576
	Linear-by-Linear Association	,030	1	,863		
	N of Valid Cases	35				

a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 5,20.

b. Computed only for a 2x2 table

c. 1 cells (25,0%) have expected count less than 5. The minimum expected count is 3,77.

Appendix 10 – SPSS output regarding choice relations (H3, H4c and H5c)

H3:

Type of test - Choice

Crosstab

			Choice_Estrelitas		
			Not chosen	Chosen	Total
Type_of_Test	Commercial	Count	21	5	26
		% within Type_of_Test	80,8%	19,2%	100,0%
		% within Choice_Estrelitas	58,3%	33,3%	51,0%
	Product Placement	Count	15	10	25
		% within Type_of_Test	60,0%	40,0%	100,0%
		% within Choice_Estrelitas	41,7%	66,7%	49,0%
Total		Count	36	15	51
		% within Type_of_Test	70,6%	29,4%	100,0%
		% within Choice_Estrelitas	100,0%	100,0%	100,0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2,648[a]	1	,104		
Continuity Correction[b]	1,742	1	,187		
Likelihood Ratio	2,684	1	,101		
Fisher's Exact Test				,132	,093
Linear-by-Linear Association	2,596	1	,107		
N of Valid Cases	51				

a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 7,35.

b. Computed only for a 2x2 table

H4c:

Age - Choice

Crosstab

Age				Choice_Estrelitas		
				Not chosen	Chosen	Total
5	Type_of_Test_10	No advertising	Count	9	1	10
			% within Type_of_Test_10	90,0%	10,0%	100,0%
			% within Choice_Estrelitas	36,0%	20,0%	33,3%
		Advertising	Count	16	4	20
			% within Type_of_Test_10	80,0%	20,0%	100,0%
			% within Choice_Estrelitas	64,0%	80,0%	66,7%
	Total		Count	25	5	30
			% within Type_of_Test_10	83,3%	16,7%	100,0%
			% within Choice_Estrelitas	100,0%	100,0%	100,0%
7	Type_of_Test_10	No advertising	Count	9	5	14
			% within Type_of_Test_10	64,3%	35,7%	100,0%
			% within Choice_Estrelitas	31,0%	31,3%	31,1%
		Advertising	Count	20	11	31
			% within Type_of_Test_10	64,5%	35,5%	100,0%
			% within Choice_Estrelitas	69,0%	68,8%	68,9%
	Total		Count	29	16	45
			% within Type_of_Test_10	64,4%	35,6%	100,0%
			% within Choice_Estrelitas	100,0%	100,0%	100,0%

Chi-Square Tests

Age		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
5	Pearson Chi-Square	,480[a]	1	,488		
	Continuity Correction[b]	,030	1	,862		
	Likelihood Ratio	,516	1	,473		
	Fisher's Exact Test				,640	,449
	Linear-by-Linear Association	,464	1	,496		
	N of Valid Cases	30				
7	Pearson Chi-Square	,000[c]	1	,988		
	Continuity Correction[b]	,000	1	1,000		
	Likelihood Ratio	,000	1	,988		
	Fisher's Exact Test				1,000	,621
	Linear-by-Linear Association	,000	1	,988		
	N of Valid Cases	45				

a. 2 cells (50,0%) have expected count less than 5. The minimum expected count is 1,67.

b. Computed only for a 2x2 table

c. 1 cells (25,0%) have expected count less than 5. The minimum expected count is 4,98.

H5c:

Gender - Choice

Crosstab

Gender				Choice_Estrelitas		
				Not chosen	Chosen	Total
Female	Type_of_Test_10	No advertising	Count	10	3	13
			% within Type_of_Test_10	76,9%	23,1%	100,0%
			% within Choice_Estrelitas	38,5%	21,4%	32,5%
		Advertising	Count	16	11	27
			% within Type_of_Test_10	59,3%	40,7%	100,0%
			% within Choice_Estrelitas	61,5%	78,6%	67,5%
	Total		Count	26	14	40
			% within Type_of_Test_10	65,0%	35,0%	100,0%
			% within Choice_Estrelitas	100,0%	100,0%	100,0%
Male	Type_of_Test_10	No advertising	Count	8	3	11
			% within Type_of_Test_10	72,7%	27,3%	100,0%
			% within Choice_Estrelitas	28,6%	42,9%	31,4%
		Advertising	Count	20	4	24
			% within Type_of_Test_10	83,3%	16,7%	100,0%
			% within Choice_Estrelitas	71,4%	57,1%	68,6%
	Total		Count	28	7	35
			% within Type_of_Test_10	80,0%	20,0%	100,0%
			% within Choice_Estrelitas	100,0%	100,0%	100,0%

Chi-Square Tests

Gender		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Female	Pearson Chi-Square	1,203[a]	1	,273		
	Continuity Correction[b]	,552	1	,457		
	Likelihood Ratio	1,252	1	,263		
	Fisher's Exact Test				,316	,231
	Linear-by-Linear Association	1,173	1	,279		
	N of Valid Cases	40				
Male	Pearson Chi-Square	,530[c]	1	,466		
	Continuity Correction[b]	,075	1	,785		
	Likelihood Ratio	,510	1	,475		
	Fisher's Exact Test				,652	,381
	Linear-by-Linear Association	,515	1	,473		
	N of Valid Cases	35				

a. 1 cells (25,0%) have expected count less than 5. The minimum expected count is 4,55.

b. Computed only for a 2x2 table

c. 2 cells (50,0%) have expected count less than 5. The minimum expected count is 2,20.

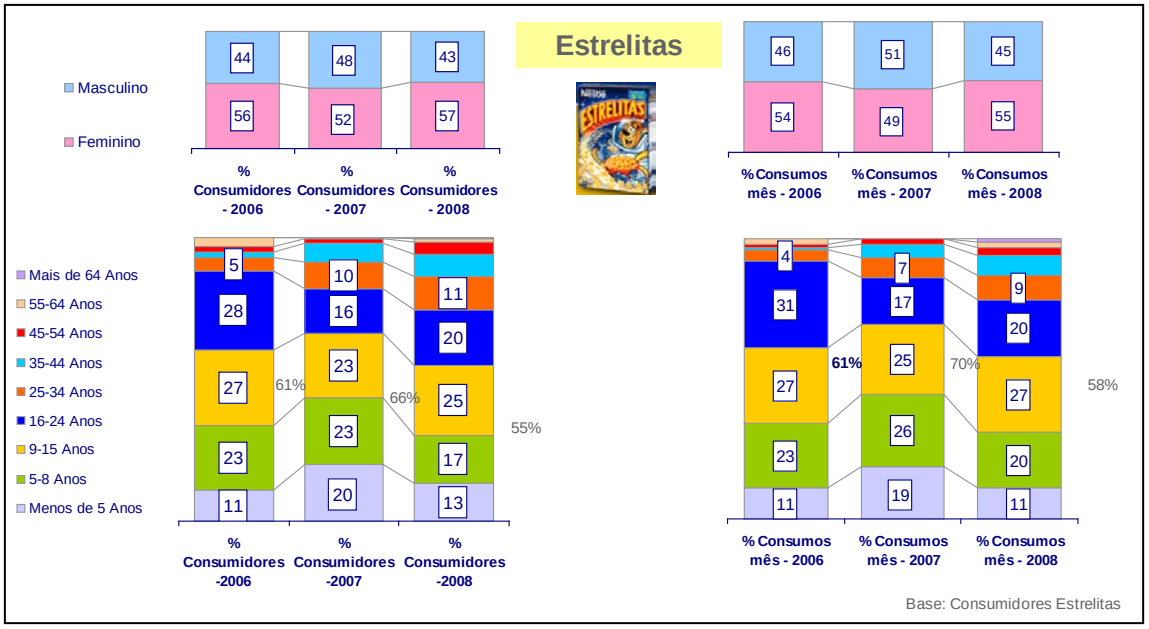
Appendix 11 – Advertisement expenditure

NESTLÉ
Cereais Pequeno Almoço Crianças
Janeiro a Maio 2009 vs 2008

			Total YTD 2008	Total YTD 2009	Var % YTD 09/08
Chocapic	Geral	Total	2.252.250	1.224.689	-46%
		TV	2.252.250	1.224.689	-46%
		Imprensa		0	
		Rádio		0	
		Outdoor		0	
		Cinema		0	
		Acumulado Mês			
Chocapic / Estrelitas	Geral	Total	120.030	0	0%
		TV		0	
		Imprensa	120.030	0	0%
		Rádio		0	
		Outdoor		0	
		Cinema		0	
		Acumulado Mês			
Estrelitas	Geral	Total	647.687	323.556	-50%
		TV	647.687	323.556	-50%
		Imprensa		0	
		Rádio		0	
		Outdoor		0	
		Cinema		0	
		Acumulado Mês			
Nestlé Total		Total	3.019.966	1.548.245	-49%
		TV	2.899.936	1.548.245	-47%
		Imprensa	120.030	0	0%
		Rádio		0	
		Outdoor		0	
		Cinema		0	
		Acumulado Mês			

Source: Nestlé Portugal (data from Optimedia)

Appendix 12 – Consumer's distribution of Estrelitas by age and gender



Source: Nestlé Portugal (study by Nielsen)